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ABSTRACT

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual, and scoring key for the grade 12 assessment. The 188-question test covers the four Social Studies program objectives: (1) knowledge, (2) values and attitudes; (3) thinking and research skills; and (4) social participation. Most questions are multiple choice, but some require short written answers. The manual contains an overview of the assessment program, general test information, and specific directions for administering the test and returning test materials. (BS)

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ED257867

№ 5652

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 12

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

APRIL 1984

Manitoba Education

FIRST PART

READ THE INSTRUCTIONS CAREFULLY FOR EACH GROUP OF ITEMS.

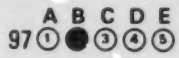
A SAMPLE ITEM HAS BEEN DONE FOR YOU. THE RESPONSE GIVEN BY A STUDENT IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT ITEM.

EACH ITEM MUST HAVE ONE RESPONSE ONLY.

97. Have you ever visited another country?

A. YES
B. NO

SAMPLE ANSWER SHEET



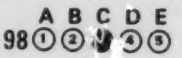
SOME QUESTIONS REQUIRE YOU TO GIVE YOUR OPINION.

AN OPINION ITEM HAS BEEN DONE FOR YOU. THE RESPONSE GIVEN BY A STUDENT IS "C".

98. Free enterprise is the best economic system.

A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

SAMPLE ANSWER SHEET



STOP PLEASE DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

A. SOCIAL PARTICIPATION

1. Which of the Grade 10 geography courses did you complete?

   A. 100 B. 101 C. Other D. None of these

2. Which of the Grade 10 history courses did you complete?

   A. American History 100 B. American History 101 C. Neither of these

3. Which of the Grade 11 history courses did you complete?

   A. 200 B. 201 C. Other D. None of these

4. Which of the Grade 11 geography courses did you complete?

   A. 200 B. 201 C. Other D. None of these

5. Which of the Grade 12 ENGLISH courses are you presently taking?

   A. 300 B. 301 C. 304 D. 305 E. Other

The answer for items 6 to 17 is either YES or NO. Indicate your answer by using the letter "A" for YES or "B" for NO.

Have you ever done any of the following in your school or community in the last 5 years?

6. Visited a polling booth.
7. Attended a political rally.
8. Campaigned actively for a political or school candidate.
9. Worked at a campaign office before an election.
10. Run for an elective office at school.
11. Attended an ethnic festival, meal, film, or similar activity.
12. Made a presentation or worked on a project dealing with an ethnic group other than your own.
13. Distributed information leaflets for a special cause.
14. Collected signatures on a petition.
15. Gone from house to house or in some other way collected funds for a cause (for example: charity drives, UNICEF, walkathons, etc.).
16. Done volunteer work in a hospital or convalescent home or done chores or errands for senior citizens or handicapped persons.
17. Donated time and effort to a community project (for example: supervising a children's group, making park equipment, cleaning up an area, etc.).

18. Which statement below best describes your participation in school or class elections?

A. We have elections but I do not vote.
B. We have elections and I vote when I can.
C. If we had elections, I would vote.
D. If we had elections, I would not vote.

19. How do you feel about Social Studies?

A. Like it very much
B. Like
C. Neither like nor dislike
D. Dislike
E. Dislike very much

For items 20 to 26, indicate your response by selecting the appropriate letter:

A. Just about daily
B. About once a week
C. About once a month
D. A few times a year
E. Never

How often do you get news or other information on current events from each of the following sources?

20. Television

21. Radio

22. Newspapers

23. News magazines, e.g., Time, Macleans, etc.

24. Family members

25. Friends

26. School classes

For items 27 to 36, indicate your response by selecting the appropriate letter:

A. Just about daily
B. About once a week
C. About once a month
D. A few times a year
E. Never

How often DID each of these activities happen in your Social Studies class or as part of your Social Studies course?

27. Teacher presents information most of the class period while students listen or take notes.

28. Students express or defend their opinions on many sides of an issue during class.

29. Students do individual projects.

30. Students do group projects.

31. Students choose research activities or topics that interest them.

32. Students participate in field trips, e.g., museums, libraries, businesses.

33. Teachers use audio visual resources in class.

34. Students use primary source materials, e.g., diaries, letters, photos, artifacts.

35. Outside speakers visit the classroom.

36. Teacher or students use simulations, games, role playing.

B. ATTITUDES AND VALUES

For items 37 to 53, indicate your response by selecting the appropriate letter:

A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

37. In northern regions where native people are in the majority, they should have complete control of the economic development of the area.

38. The federal policy of bilingualism satisfies most Canadians.

39. Multiculturalism serves to divide the people of Canada by emphasizing differences rather than similarities.

40. Western Canada should separate from the rest of Canada.

41. The interpretation of the rights of Canada's citizens should be in the hands of parliament rather than the courts.

42. During a time of recession, some government employees should be laid off or they all should not receive pay increases.

43. People on welfare should have to work for their money.

44. The Americans should be allowed to invest freely in Canada.

45. The names of people who are arrested and charged with an offence should <u>not</u> be given by the media until they are brought to trial.

46. Canada should spend more on defence.

47. Immigrants take away jobs from Canadians.

48. Labour unions are needed today.

49. Quebec should separate from the rest of Canada.

50. Canada should reduce its role in NATO and close its bases in West Germany.

51. Canada should spend more on foreign aid than on defence.

52. Unemployment insurance payments should be less than the minimum wage to encourage people to take low-paying jobs.

53. The spread of communism is the greatest threat to world peace today.

Items 54 and 55 serve to identify and/or clarify a value issue or question.

Read the following two paragraphs. Which of the statements associated with each item best expresses the major question brought out directly by the situation.

54. Two hockey players, while playing a league game, had a fight using their sticks. One player suffered a severe head injury and needed a plastic plate to patch his skull. The player causing the injury was suspended but not brought before the courts. The major question raised by this situation is:

A. Should fighting in hockey be considered similar to tackling in football?
B. Should all hockey players be required to wear protective helmets?
C. Should the criminal laws of the country be applied against players who fight with the intent to cause bodily harm?
D. Should the player who caused the injury be more severely punished?

55. A group of workers at a large food store went on strike legally. The store remained open for business. The workers picketed in groups around the doorways, preventing customers from entering. The store owners went to court and as a result the judge ordered the strikers to stay away from the doorways. The major question raised by this situation is:

A. Should strikers be allowed to stop business activity through the force of picketing or should they be allowed only to demonstrate their cause?
B. Should the store take the case to court?
C. Should customers be allowed to do business with stores which are involved in strikes?
D. Should workers who picket while on strike be punished?

Read the paragraph below and then answer the question that follows.

56. A city which has never had a major-league baseball franchise has been approached by the owner of a baseball team. He has offered to bring the team to the city. The city council must decide whether or not to accept the owner's offer. The owner's conditions are that the city must clear a run-down residential area and construct a stadium and parking facilities, including access roads.

As a resident of the area to be cleared, which of the following forms of lawful civic action might <u>you</u> take to influence the decision of the city council?

A. Form a neighbourhood association to try to persuade city council not to disturb your homes.
B. Form a neighbourhood association to work for adequate compensation.
C. Request a study be done of likely problems and benefits from such a development.
D. In an election year, publicly identify city politicians opposing and supporting the development.
E. Launch a lawsuit if you are opposed to the development.

DO NOT USE THE ANSWER SHEET FOR THIS PAGE

Circle the Letter in front of Your Choice for Item 57(a)

57 (a) In several Canadian provinces, the legal drinking age is 19. If Manitoba followed this example and raised the legal drinking age to 19, how would you react to this law?

A. Defy the law and drink anyway
B. Attend protest rallies to persuade the government to abolish the law
C. Write to your local M.L.A. to protest
D. Telephone a local radio or T.V. talk show
E. Obey the law

57 (b) In a short paragraph, justify your choice in item 57(a).

58. In elections in Canada, all eligible voters are urged to vote, but there is no law requiring them to do so. Do you think there should be such a law? In a few sentences explain the reasons for your opinion.

STOP

THIS IS THE END OF THE FIRST PART. DO NOT CONTINUE WITH THE SECOND PART UNTIL ASKED TO DO SO.

SECOND PART

THE FIRST ITEM (THE PARAGRAPH) SHOULD BE WRITTEN IN THE SPACE PROVIDED IN THIS BOOKLET. ALL OTHER ITEMS IN THIS PART ARE TO BE ANSWERED ON THE ANSWER SHEET.

THE OTHER ITEMS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH STATEMENT AND ALL THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER. BEGIN THESE ITEMS ON THE REVERSE SIDE OF THE ANSWER SHEET.

A SAMPLE QUESTION HAS BEEN DONE FOR YOU. THE ANSWER IS "C".

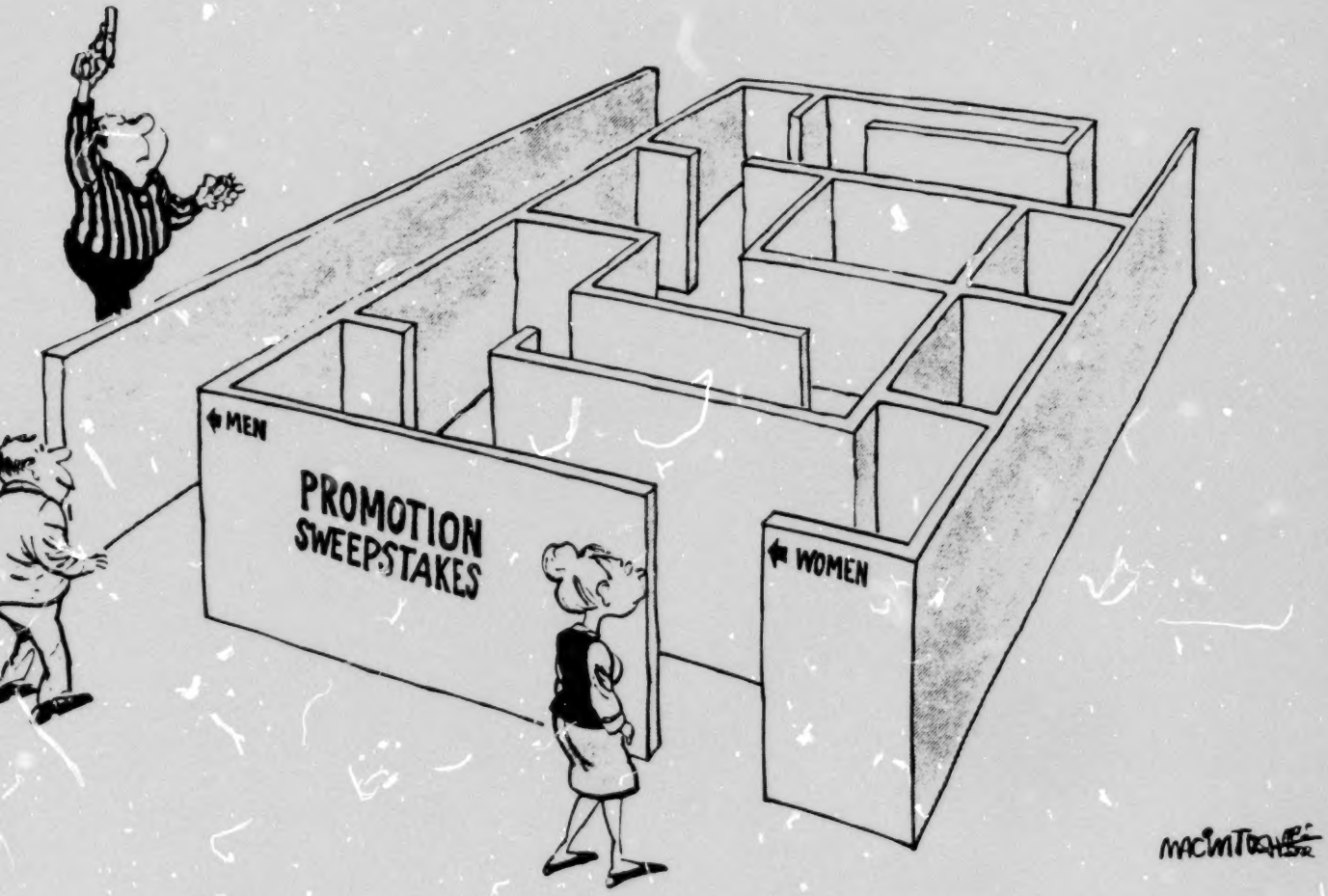
99. The capital of Canada is

A. Washington.
B. London.
C. Ottawa.
D. Winnipeg.
E. Toronto.

SAMPLE ANSWER SHEET

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

A. THINKING AND RESEARCH SKILLS



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In a short paragraph, explain what the cartoonist is trying to say.

N.B. REMEMBER TO USE THE REVERSE SIDE OF YOUR ANSWER SHEET.

Items 101 to 103 are based on this table

1985 FEDERAL ELECTION RESULTS

Party	Number of members elected
G	106
H	131
I	30
J	13
K	2
	282

101. Which party would most likely be asked to form the next government?

A. Party J
B. Party K
C. Party H
D. Party I
E. Party G

102. According to these results, the voters have elected a

A. republican government.
B. coalition government.
C. majority government.
D. socialist government.
E. minority government.

103. Which party's leader would become the Leader of the Official Opposition?

A. Party G
B. Party H
C. Party I
D. Party J
E. Party K

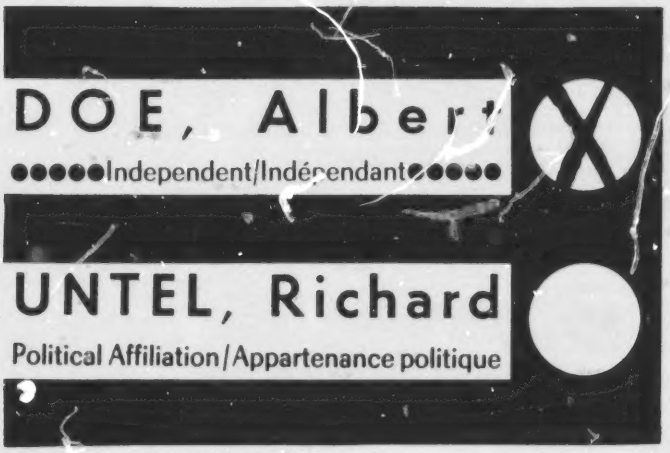
104. Which one of the election ballots shown below is correctly marked to show a vote for Albert Doe?

BALLOT A

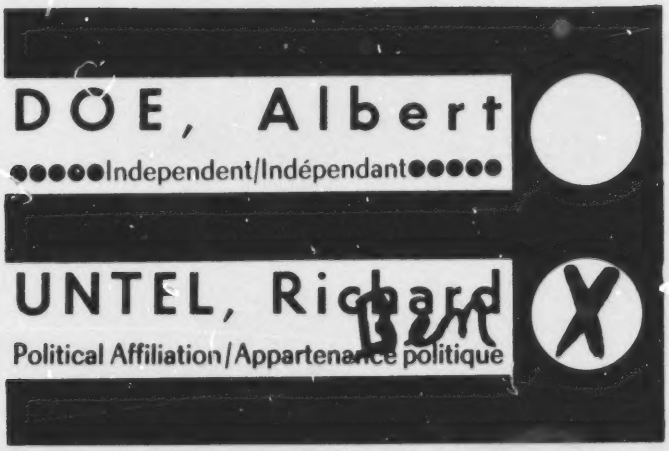
BALLOT B

BALLOT C

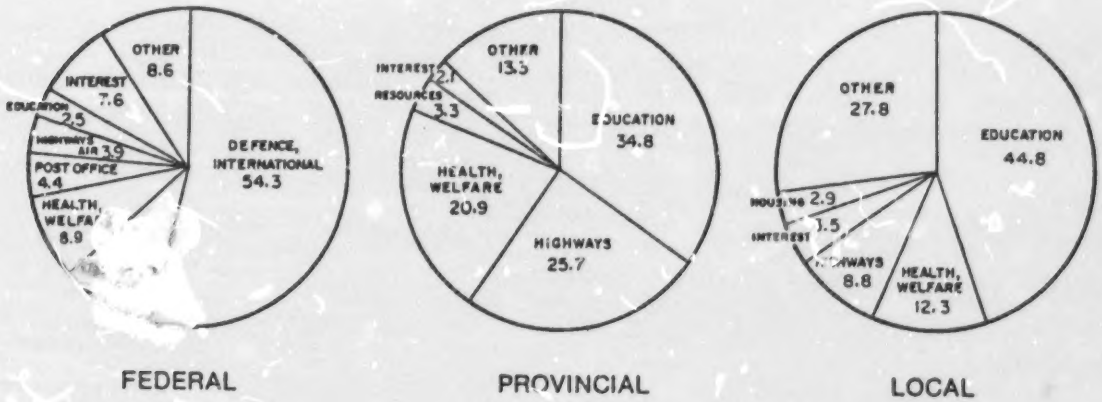
BALLOT D



BALLOT E



105. PERCENTAGE OF FEDERAL, PROVINCIAL, AND LOCAL GOVERNMENT FUNDS SPENT ON GOVERNMENT ACTIVITIES: NATION OF NOSUCHLAND (YEAR: 1982)



Which one of the following statements is supported by the evidence in the graphs?

A. Local governments spent more money on highways than did provincial governments.
B. The three levels of government spent about equal amounts of money on highways in 1982.
C. It is impossible to tell which level of government spent the most money on highways in 1982.
D. Provincially built highways are kept in better repair than those built by federal or local governments.

106. The Quebec Act attempted to resolve the confusion in the legal system resulting from the conquest. French civil laws were to be used. English criminal law was to continue in use. The seigneurial system was retained, but provisions were also made for freehold tenure for those British subjects who might contemplate immigration to Quebec.

This paragraph implies that the Quebec Act attempted to

A. please both the French and English in Quebec.
B. compel the English to accept French civil law.
C. pacify the English in Canada.
D. pacify the French in Quebec.
E. impose English ways on the French in Quebec.

107. In writing historical accounts of events, one must be aware of the point of view of the sources of information.

Read this extract about the 1919 Winnipeg General Strike.

> *On Saturday, about 2:30 p.m., just the time when the parade was scheduled to start, some 50 mounted men swinging baseball bats rode down Main Street. Half were red-coated R.N.W.M.P., the others wore khaki. The crowds opened, let them through and closed in behind them. They turned and charged through the crowd again, greeted by hisses, boos, and some stones. There were two riderless horses with the squad when it emerged and galloped up Main Street ... the red-coats reined their horses and reformed ...*
> *Then, with revolvers drawn, they galloped down Main Street, turned, and charged into the crowd on William Avenue, firing as they charged. One man, standing on the sidewalk, thought the mounties were firing blank cartridges until a spectator standing beside him dropped with a bullet through the breast ...*
> *Lines of special police, swinging their big clubs, were then thrown across Main Street and the intersecting thoroughfares.*

Identify the person who probably wrote this extract.

A. A man prominent in business in 1919
B. A man who took part in the incident
C. A woman who learnt about it from her father, a mounted policeman
D. A person who was 12 years old in 1919
E. A newspaper editorial writer

Items 108 to 111 are based on the paragraph below

> *"In the old days, conventional weapons worked as a deterrent in preventing wars nine times out of ten. Now presumably nuclear weapons will work as a deterrent ninety-nine times out of a hundred! But if past experience is any guide ... the hundredth occasion will come."*

In the light of this paragraph, decide if the statements in items 108 to 111 are

A. true - supported by this paragraph.
B. neither true nor false - insufficient evidence to decide.
C. probably false.

108. If only fifty-one wars have occurred since nuclear weapons were developed, we are safe because we have forty-eight chances left.

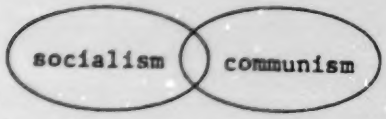
109. The balance of power between nations prevents wars.

110. The nuclear threat is a greater deterrent than the use of conventional weapons.

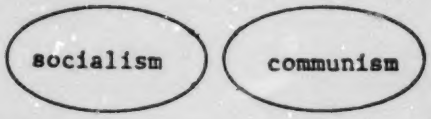
111. The lessons of history indicate nuclear war is inevitable.

112. Which of the diagrams below BEST depicts this statement?
"All forms of communism are socialistic but not all forms of socialism are communistic."

A.

B. 

C.

D. 

E.

Items 113 to 115 are based on the following paragraph

(A.) As a result of federal government policies, Canada has now adopted a policy of "multiculturalism within a bilingual framework". (B.) Federal government documents, for example, will be written in both English and French. (C.) This may be expensive but is felt to help in overcoming linguistic barriers for all Canadians. (D.) The government will also encourage all ethnic groups to preserve their culture and will help immigrants to learn at least one official language.

113. In the passage above, which sentence best explains the concept of bilingualism?

114. Which sentence shows what the writer feels is a disadvantage of bilingualism?

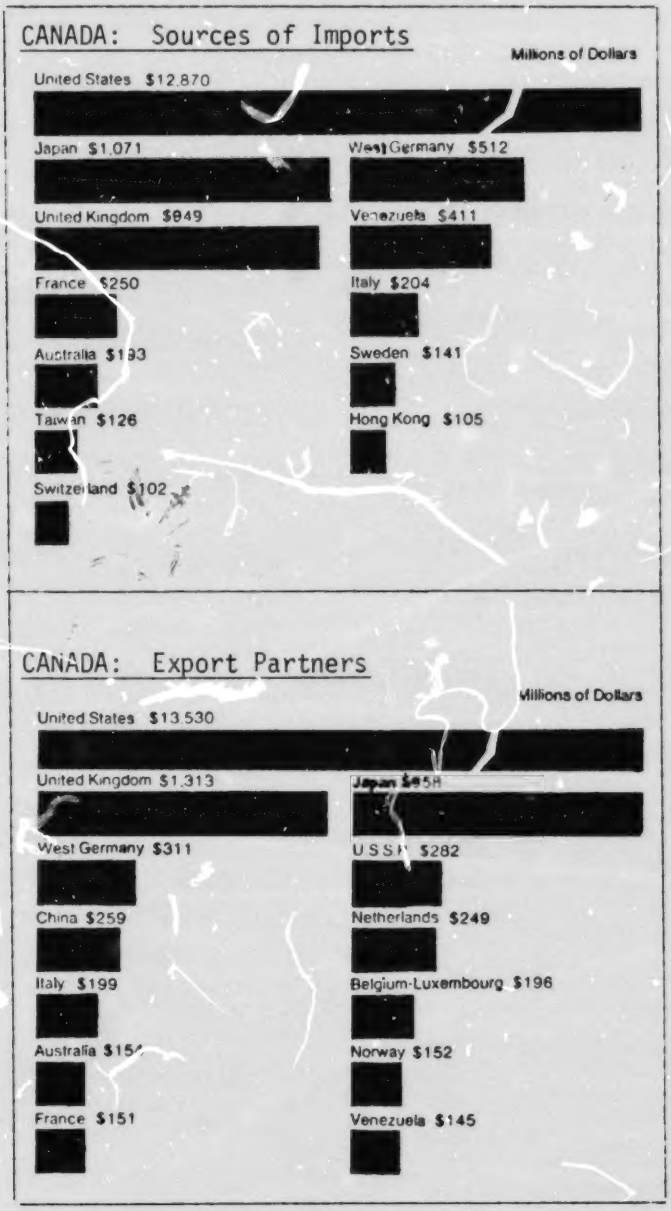
115. Which sentence demonstrates the policy of multiculturalism?

Item 116 is based on the following three statements

116. *1. The number of students in French immersion classes in Manitoba schools has increased significantly over the last few years and will continue to increase.*
2. Some classes now use Ukrainian and Cree as the language of instruction. More are planned and there is a demand for some classes to be taught in Spanish.
3. Ten years ago the language of instruction in nearly all schools was English.

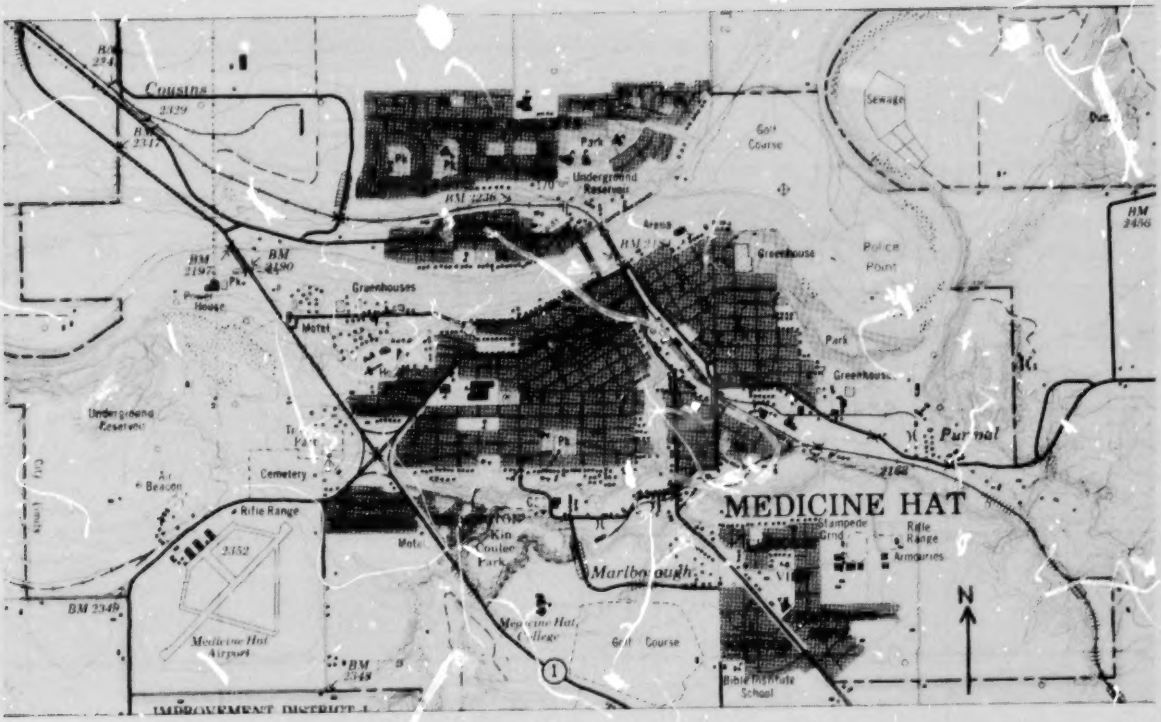
We can conclude from these statements that:

A. many more Francophones have moved to Manitoba.
B. bilingualism has encouraged other ethnic groups to expect immersion teaching of their languages.
C. English as a language of instruction is declining rapidly.
D. immigrants to Manitoba do not want to learn English.
E. all teachers should learn to speak a second language.



117. According to these graphs, Canada has a favourable balance of trade with

A. Australia.
B. West Germany.
C. Italy.
D. Japan.
E. the United States.



Scale 1:50,000

Contour Interval: 25 feet

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Items 118 to 121 refer to the Medicine Hat map extract and the photograph on the opposite page.

118. In which direction was the photograph taken?

A. West to east
B. East to west
C. S-E to N-W
D. North to south
E. South to north

119. Compare the photograph and the map. When was the photograph taken?

A. At the same time as the map was made
B. The photograph was first
C. The map was first
D. It is impossible to tell

120. Which of the places numbered 1 to 5 on the photograph would be most susceptible to flooding?

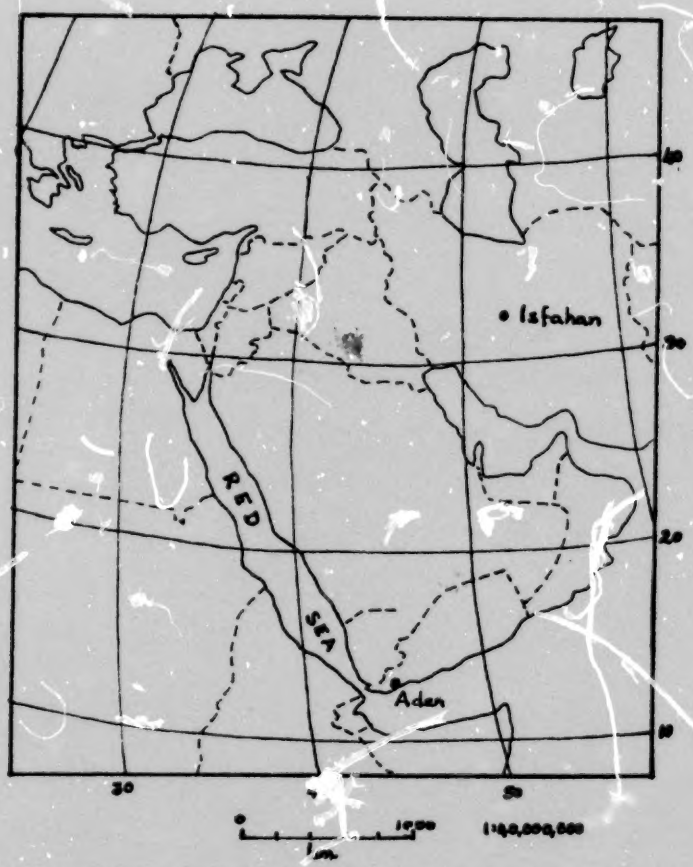
A. 5
B. 4
C. 3
D. 2
E. 1

121. Which of these occupations is NOT found in Medicine Hat?
Base your answer on evidence from the map only.

A. School teacher
B. Locomotive driver
C. Air traffic controller
D. Steel worker
E. Factory worker

122. A point halfway between the Equator and the North Pole and one-third of the way around the circumference of the earth in an easterly direction from the Prime Meridian is located at

A. 45N, 120E.
B. 23½N, 60E.
C. 45N, 60E.
D. 23½N, 60W.
E. 45N, 180E.



Items 123 and 124 refer to the map above.

123. The length of the Red Sea is

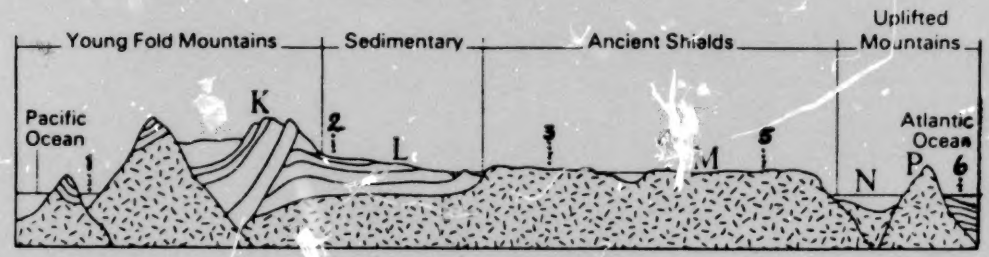
A. 2500 km.
B. 2300 miles.
C. 1500 miles.
D. 1750 km.
E. 2150 km.

124. The approximate latitude and longitude of Aden is

A. 13N, 45E.
B. 13N, 45W.
C. 45E, 13N.
D. 45N, 13E.
E. 23N, 40E.

Items 125 and 126 refer to the cross-section below

CROSS SECTION OF CANADA AT 50°N LATITUDE



125. The characteristics of the area marked K are

A. mixed forest, thin soils, low and glaciated.
B. deciduous forest, fertile soils, glaciated, swamps and bogs.
C. grassland, fertile soils, some rivers, flat to undulating.
D. coniferous forest, some rich soils, much river and ice erosion, rocky.
E. coniferous forest, thin soils, many lakes and rivers, glaciated.

126. At which numbered location are coal, petroleum and natural gas likely to be found?

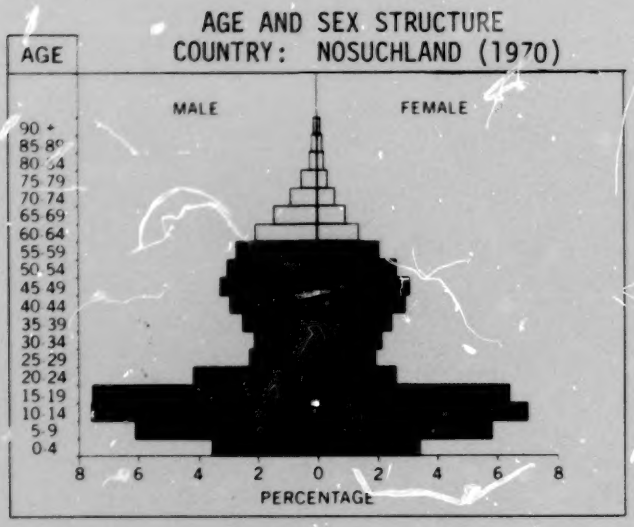
A. 2
B. 3
C. 1
D. 4
E. 6

127.

In which of these physiographic regions is this setting most likely to be found?

A. Hudson Bay Lowlands.
B. A large lake in the Canadian Shield.
C. The coastal region of the Western Cordillera.
D. The Appalachians.
E. The Arctic.

128.



The statements in this item offer <u>possible</u> explanations for the shape of the graph. One statement, however, is illustrated by the graph. Which is the statement?

This population

A. has a rural economy.
B. has a birthrate of 3.3 per 1000.
C. had a period when family size increased significantly.
D. was affected by a severe economic depression or plague.
E. has more older men than older women.

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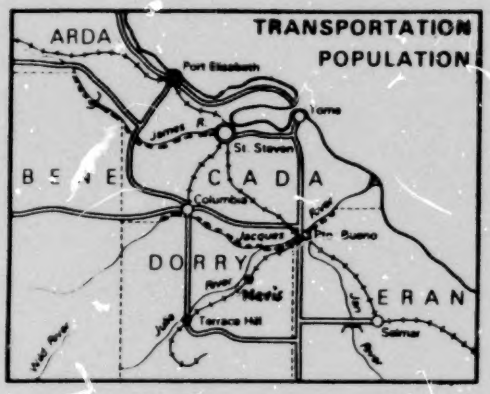
Items 129 to 134 are based on these maps. These maps give information about five provinces of the country of Nosuchland.



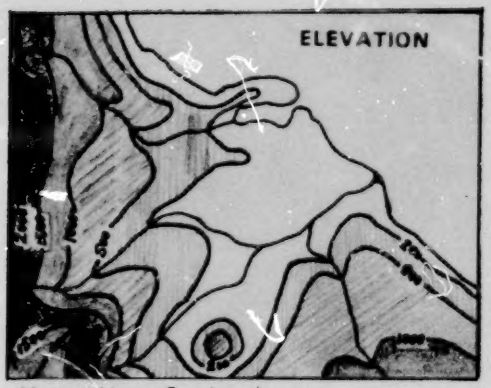
Major Cities

- over 1,000,000
- 500,000 to 1,000,000
- 250,000 to 500,000
- 100,000 to 250,000

100 0 100 200 300 400
SCALE OF KILOMETRES

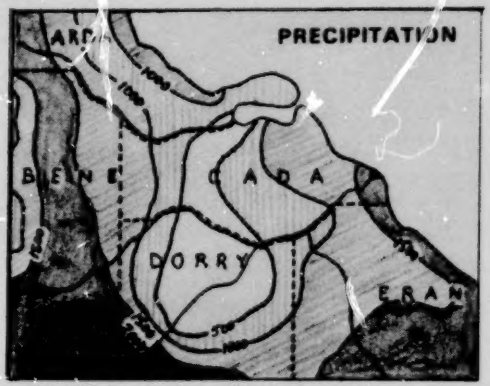
Railroad

Major Highway



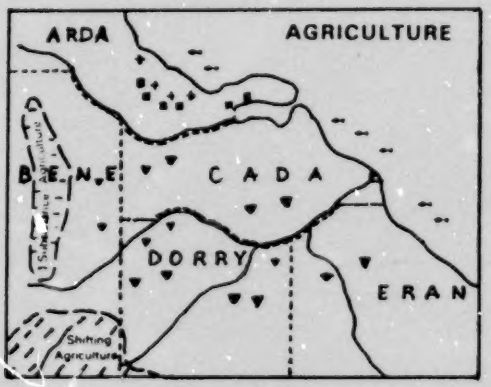
Metres Above Sea Level

- 0 to 200
- 200 to 500
- 500 to 1000
- 1000 to 1500
- 1500 to 2000
- over 2000



Annual Rainfall in millimetres

- 0 to 500
- 500 to 1000
- 1000 to 1500
- 1500 to 2000
- over 2000



Fishing

Cattle (each symbol = 400 000 Head)

Bananas

Sugar Cane

Iron

Coal

Gold

Bauxite

129. In which province does the heaviest coastal precipitation occur?

A. Arda
B. Bene
C. Cada
D. Dorry
E. Eran

130. In which province is the rainshadow most evident if the prevailing wind is a south-westerly?

A. Arda
B. Bene
C. Cada
D. Dorry
E. Eran

131. In which two provinces are grasslands most likely located?

A. Arda, Bene
B. Dorry, Cada
C. Arda, Cada
D. Bene, Eran
E. Eran, Dorry

132. The most likely location for an iron and steel works is at

A. Selmar.
B. Nevis.
C. Pto. Bueno.
D. St. Steven.
E. the mine site.

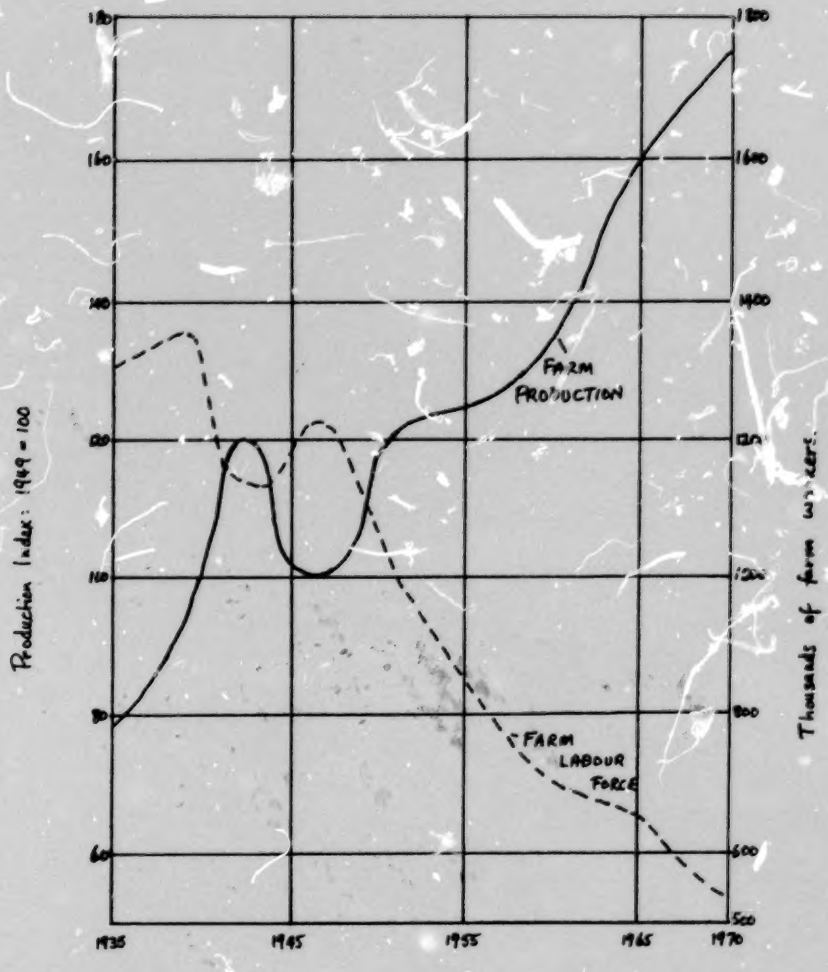
133. Which of these statements is a fact rather than an opinion?

A. St. Steven is very overcrowded.
B. Pto. Bueno has a poor water supply.
C. The James River flows through St. Steven.
D. Not enough rain falls in Columbia.
E. The consumption of fish in Port Elizabeth is high.

134. The major cities are located

A. in areas with moderate precipitation.
B. near major mineral resources.
C. in areas which are devoted to growing cash crops.
D. along the railway which runs from Arda to Eran.
E. mainly in the areas below 200 m.

135.



The trends evident in the graph above may be explained by the fact that

A. the people who remained on the farms worked much harder.
B. the farm labourers before 1950 spent too much time looking after the horses.
C. fewer farmers with tractors produced more than many men with horse-drawn equipment.
D. the demand for food increased.
E. farm labourers did not have a strong union to help them keep their jobs.

136. *"Chemicals sprayed on croplands or forests or gardens lie long in the soil, entering into living organisms, passing from one to another in a chain of poisoning and death."*

The quotation above is in agreement with all but one of the following statements. Which one?

A. Chemicals are sometimes used on domesticated plants.
B. Pesticides, insecticides, and herbicides should never be used.
C. Pesticides, insecticides and herbicides are potent for a long time.
D. Chemicals can be transmitted from plants to animals.

137. In the 1930's there were none of the modern social services to help people in the years of economic depression. Gradually social security and minimum wage laws were enacted to help alleviate suffering. It can be said, therefore, that the 1930's marked for Canada

A. total unconcern for the plight of the people.
B. increasing international aid.
C. a communist take-over.
D. generally high standards of living.
E. the beginnings of social welfare.

A country consists of five regions. Study the table below before answering items 138 and 139.

Region	Annual personal per capita income ($)	Urban pop. (%)	Unemployment rate (%)	Working age pop. employed (%)
A.	6 730.	77	8.0	53.1
B.	5 568.	65	12.0	45.0
C.	4 060.	63	18.5	44.5
D.	5 150.	61	17.0	55.3
E.	6 235.	81	8.5	50.8
Country	5 800.	73	13.0	53.1

138. In which region, based on this information, is there likely to be the highest percentage of poverty?

139. Which of the regions would depend <u>least</u> on the federal government for equalization payments and thus be <u>less</u> supportive of a powerful federal government?

140. The following list contains four effects and one cause. Which of the statements is the cause?

A. A store manager can find out what he has in stock at any time.
B. Robots have replaced thousands of workers in many manufacturing industries.
C. It is now possible to have rapid access to a person's private file.
D. Computer technology has advanced tremendously in a relatively short time.
E. Producing computer games is a multi-million dollar industry.

B. KNOWLEDGE

141. The existence of two or more political parties in a political system is desirable because

A. it provides work for politicians.
B. it is a more efficient form of government.
C. it keeps taxes down.
D. it ensures regular elections.
E. it gives people a choice of governments.

142. The leader of a political party in Canada is selected by

A. the members of Caucus.
B. the members of Cabinet.
C. the electors in each constituency.
D. a direct vote of party members.
E. party delegates at a convention.

143. Which of these statements is NOT correct?

A. Cabinet is the body which initiates government policy.
B. The Opposition must approve the appointment of judges.
C. The House of Commons' main task is making laws.
D. The Senate gives further consideration to House of Commons bills.
E. The Judiciary interprets and enforces laws.

In items 144 to 149 indicate whether each one is a responsibility of

A. the federal government.
B. a provincial government.
C. a municipal government.
or D. two or more levels of government, i.e., a shared responsibility.

144. Unemployment insurance.

145. Issuing drivers' licences.

146. Taxation.

147. Building permits.

148. Water supply.

149. Health and Welfare.

150. The province of Manitoba entered Confederation in

A. 1867.
B. 1905.
C. 1885.
D. 1874.
E. 1870.

151. When Manitoba was incorporated into the Dominion of Canada, certain agreements were made with the Federal government. Which of the following items was NOT an article of that agreement?

A. English and French were to be officially equal.
B. Separate schools would be provided.
C. The North-West Mounted Police would help keep the peace.
D. Titles to land would be given to the Metis population.
E. Settlement would be encouraged.

152. Which two of these factors led to the formation of Manitoba as a province?

T. The policies of Sir John A. MacDonald
U. All the Red River settlers favoured joining Canada
V. The demands of Louis Riel
W. Discourage American ambitions in the area
X The government wanted to use Winnipeg as the "Gateway to the West"

A. V,W
B. T,U
C. W,X
D. U,V
E. T,X

153. The major grievance of the western provinces in regard to Canadian federation focuses on the question of

A. overseas competition.
B. metric conversion.
C. government spending.
D. freight rates.
E. U. S. influence.

154. The federal government was not able to "patriate", or bring home, Canada's constitution until 1982 because

A. the British government would not allow it.
B. the Federal government felt it was not necessary.
C. the American government was against the idea.
D. the provincial governments could not agree on an amending formula.
E. Cabinet and some M.P.'s opposed it.

155. Which one of the following best describes why labour unions were created?

A. To ensure a supply of labour
B. To encourage immigration
C. To replace the capitalist system with socialism
D. To ensure that women had equal rights with men
E. To win better working conditions.

156. Not all the people in the Thirteen Colonies rose in rebellion against Great Britain. There were British subjects who wished to maintain the British connection. These people, the Loyalists, voluntarily or by force of circumstances, left the United States.

The people referred to in this passage were opposed to

A. slavery in the South.
B. republican government.
C. free-hold tenure.
D. elected assemblies.
E. the provisions of the Quebec Act.

157. The concept of "Canadian sovereignty" means

A. that Canada is the most important nation in the world.
B. that Canada is the chief nation in North America.
C. that Canada has a monarchical system of government.
D. that the Federal government always consults with its allies.
E. that Canada is politically independent of any other nation.

158. Which one of the following is NOT a cause for disagreement between Canada and the U.S.?

A. The Garrison Diversion scheme
B. Membership in the United Nations
C. Offshore fishing grounds
D. Acid rain from industrial pollution
E. U.S. involvement in Central America

159. What do these people have in common?

Buffy Ste. Marie	Margaret Laurence	Ferguson Jenkins
Norman Bethune	Lorne Greene	Gabrielle Roy

They are all

A. entertainers.
B. employed in the U.S.A.
C. Canadians.
D. T. V. stars.
E. writers.

160. Canada contributes to U. N. peace-keeping forces in

A. Lebanon.
B. West Germany.
C. Northern Ireland.
D. Cyprus.
E. El Salvador.

161. Canada is a member of three of the following organizations (1. N.A.T.O., 2. The United Nations, 3. The Warsaw Pact, 4. The Commonwealth, and 5. The Organization of American States).

In which 3 of these organizations is Canada a member?

A. 2,3,5
B. 1,4,5
C. 1,2,3
D. 3,4,5
E. 1,2,4

162. A Third World country is

A. highly urbanized, industrialized, wealthy, literate and white.
B. largely rural, with little industry and limited schooling.
C. urbanized, but with a significant proportion of people on the land.
D. industrialized and has a planned economy and one party government.
E. one with a native population outnumbered by recent immigrants.

163. Which of these statements are effects of either of the two world wars?

1. Increasing numbers of women joined the workforce.
2. Unemployment during the Great Depression was high.
3. Widespread colonial rule by western nations ended.
4. The jet engine was developed.
5. The internal combustion engine was invented.

A. 2,3,5
B. 1,2,4
C. 2,4,5
D. 1,3,4
E. All of the above

164. Which of the following is considered to be a primary source of information?

A. The Treaty of Versailles
B. An encyclopedia
C. The War to End All Wars, a history text by Ivor Waugh
D. The films "Galipolli" and "All Quiet on the Western Front"
E. A newspaper editorial

165. Which of these factors is common to both planned and free enterprise economies?

A. Technology enables more goods to be produced by fewer workers
B. Profit is the impetus for production
C. The cheapest means of production will be used
D. The role of the individual in economic planning differs
E. The producers determine how things will be produced

For each of the statements in items 166 to 168, indicate the form of government which follows this policy.

A. Democratic socialism
B. Communism
C. Fascism
D. Democracy
E. Dictatorship

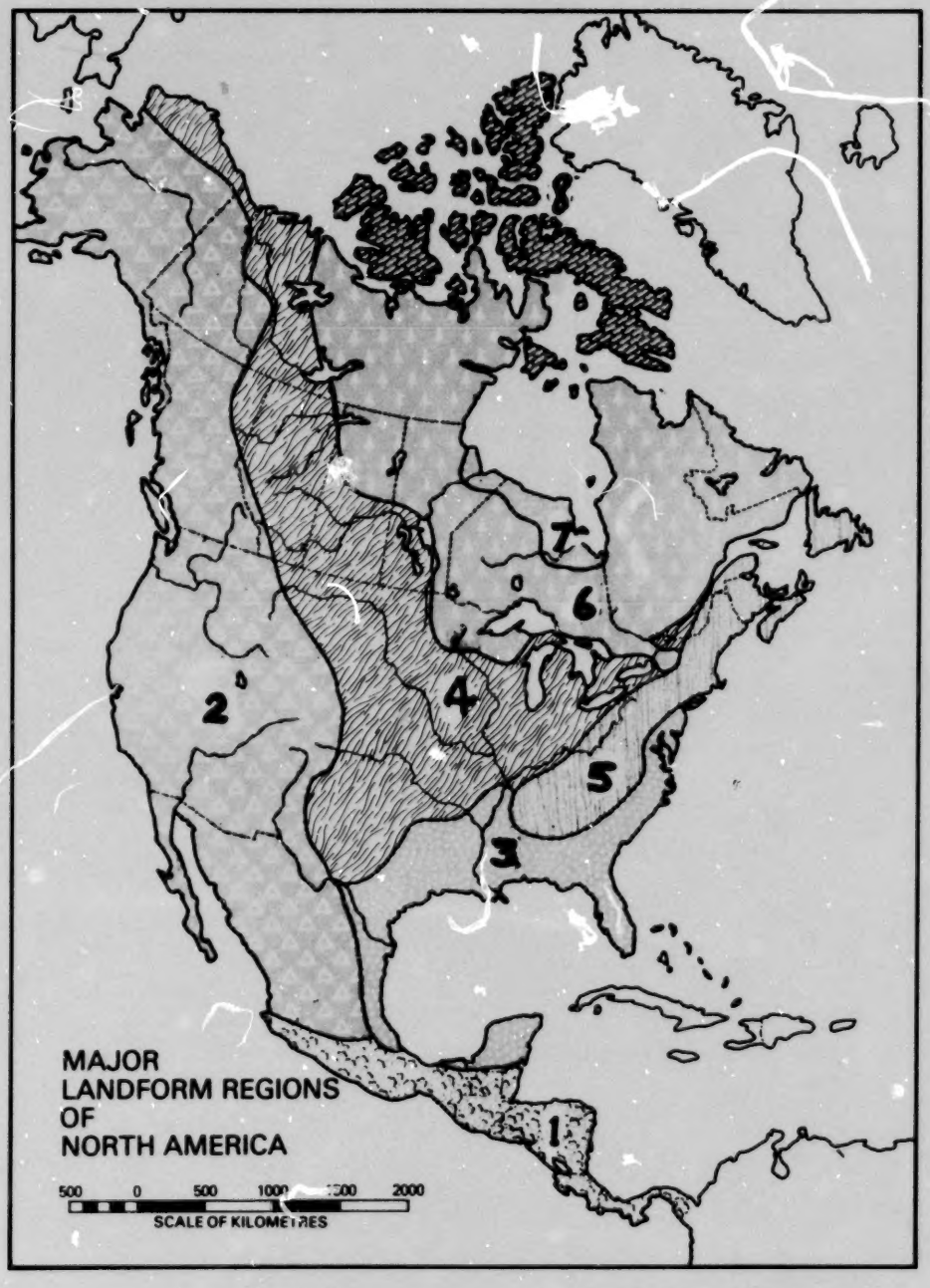
166. A multi-party political system in which one of the parties generally advocates more social welfare benefits.

167. The system of government is based upon a one party system and this party will be of the working classes only.

168. Political alternatives are legally available to the citizens.

169. The Canadian Federal Government policy on bilingualism means that

A. each Canadian should speak two languages.
B. every Canadian should speak English plus one other language.
C. parliament can hold debates in any two languages.
D. English and French are both official languages.
E. every government official must speak both English and French.


MAJOR
LANDFORM REGIONS
OF
NORTH AMERICA
500 0 500 1000 1500 2000
SCALE OF KILOMETRES
1
2
3
4
5
6
7

Items 170 to 172 refer to the map of the physiographic regions of North America on the opposite page.

170. The number 4 on the map refers to the

A. Atlantic and Gulf Coast Plain.
B. Inuitians.
C. Hudson Bay Lowlands.
D. Interior Lowlands and Great Plains.
E. Western Cordillera.

171. The number 6 on the map refers to the

A. Western Cordillera.
B. Canadian Shield.
C. Central American Region.
D. Appalachians.
E. Inuitians.

172. The number 5 on the map refers to the

A. Appalachians.
B. Atlantic and Gulf Coast Plain.
C. Interior Lowlands and Great Plains.
D. Central American Region.
E. Hudson Bay Lowlands.

173. The pattern of Canada's vegetation zones is most closely related to its

A. shape and size.
B. climate zones.
C. rock types.
D. longitudinal position.

36

37

Items 174 to 180 refer to the map of Canada on the opposite page.

174. The letter K refers to

A. the Pacific Ocean.
B. Davis Strait.
C. the Gulf of St. Lawrence.
D. Ungava Bay.
E. the Beaufort Sea.

175. The letter L refers to the

A. McKenzie River.
B. Nelson River.
C. St. Lawrence River.
D. Saskatchewan River.
E. Red River.

176. The letter M refers to

A. Davis Strait.
B. Hudson Bay.
C. James Bay.
D. Georgian Bay.
E. the Bay of Fundy.

177. The letter T refers to

A. St. John's.
B. Halifax.
C. Saint John.
D. Fredericton.
E. Charlottetown.

178. The letter U refers to

A. Vancouver Island.
B. Cape Breton Island.
C. Newfoundland.
D. New Brunswick.
E. Prince Edward Island.

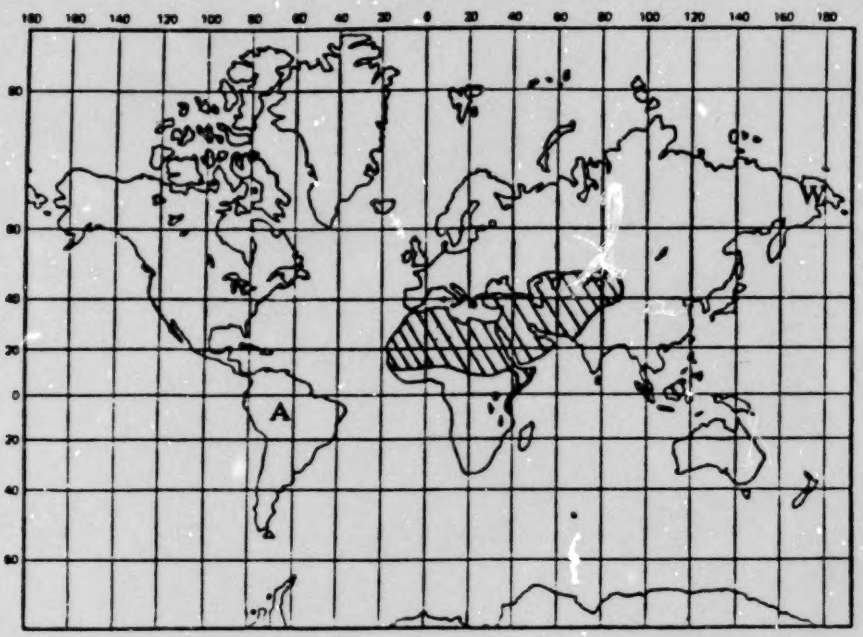
179. The letter V refers to

A. Regina.
B. Winnipeg.
C. Edmonton.
D. Calgary.
E. Saskatoon.

180. The letter W refers to

A. the North-West Territories.
B. Labrador.
C. the Yukon.
D. British Columbia.
E. Alaska.

Items 181 and 182 refer to the world map below.



THE WORLD

181. The major religion in the shaded area is

A. Christianity.
B. Buddhism.
C. Hinduism.
D. Islam.
E. Animism.

182. The language spoken in most countries of continent A is

A. Portuguese.
B. English.
C. Inca.
D. Swahili.
E. Spanish.

183. The city which will have the largest (estimated) population by the year 2000 is

A. Mexico City.
B. New York City.
C. London.
D. Tokyo.
E. Chicago.

184. The term "Dirty Thirties" refers to

A. a time of increasing industrial pollution.
B. a period of dust storms and no rain which affected east coast cities.
C. the years of economic instability, poverty, and low rates of employment.
D. the crash of the Stock Market.
E. the years when the Allies prepared for World War II.

185. Which industry is correctly paired with its major location factor?

A. Aluminum smelter -- cheap electricity.
B. Bakery -- raw materials, e.g. wheat.
C. Sawmill -- market.
D. Diamond cutting -- cheap labour.
E. Garment manufacturing -- cheap power.

186. The greatest problem in the development of Canada's North arises from insufficient

A. foreign investment.
B. markets.
C. transportation.
D. skilled labour.
E. raw materials.

187. Regionalism in Canada is in part a product of

A. a small population dispersed by geographic barriers.
B. compact settlement connected by efficient transportation routes.
C. federal government policy to "divide and conquer".
D. Canadian demands for a national identity.
E. provincial government policies designed to enchance provincial economies.

188. The main cause of regional economic disparity in Canada is

A. uneven population distribution.
B. uneven distribution of natural resources.
C. the attitude of the people.
D. lack of modern technology.
E. unequal pay for men and women.

STOP THIS IS THE END OF THE TEST

ACKNOWLEDGEMENTS

Cartoon, page 10 - Stockhaus, S. (ed.). Selected Social Studies Skills. Boulder, Colorado: ERIC Clearing House for Social Studies/Social Science Education, Social Science Education Consortium, Inc., 1979.

Item 127, photograph - National Film Board photo, located in: Tomkins, G. S., Hills, T. L. and Weir, T. R. A Regional Geography of North America (2nd ed.). Gage, 1970.

Items 118-121, map and photograph - National Air Photo Library, Surveys and Mapping Branch, Energy Mines and Resources. Located in: Blair, C. L. and Simpson, R. I. (eds.). The Canadian Landscape (2nd ed.). Copp, Clark, Pitman, 1978.

Item 135, graph - Krueger, R. R. and Corder, R. G. Canada: A New Geography (revised). Holt, Rinehart and Winston, 1974.

The following publications are acknowledged as sources for certain items:

- High School Social Studies Item Bank. Student Evaluation and Data Processing Services, Alberta Education, 1980.

- Test Item Bank, Grade 12 Social Studies, 1977. Learning Assessment Branch, Ministry of Education, B. C.

- Geography (Intermediate Division)
  History (Intermediate Division), Ontario Assessment Instrument Pool, Ministry of Education, Ontario

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 12

MANUAL

CONTENTS PAGE

General Test Information 1
Administering the Test – First Part 2
Administering the Test – Second Part 4
Return of Test Materials 4
Sample Answer Sheet (side one) 6

APRIL 1984

Manitoba
Education

THE ASSESSMENT PROGRAM

The purposes of the provincial student assessment program in Social Studies, as well as in other subject areas, are:

> to provide information on the level of student achievement to various levels of government, to the public, and to educators;
>
> to obtain data on student achievement that will assist in curriculum and program improvement at both the provincial and local levels;
>
> to provide assistance for teachers in the evaluation of their own students; and
>
> to assist school divisions in both student and system evaluation.

The Curriculum Development and Implementation Branch is conducting an assessment of Social Studies knowledge, skills, attitudes and values, and social participation in grades 3, 6, 9, and 12. The purposes of this assessment are consistent with those of the overall assessment program. The intent is to gather information on a province-wide basis; therefore, the tests will be administered to a representative sample of students at each grade level. No individual students, classrooms, schools, or divisions will be identified in reports on the assessment--only province-wide data will be reported.

The testing materials and reports are designed to provide a profile of student group performance on a number of program objectives. Teachers have been given the option of testing students in addition to those in the sample and of comparing their results with those of the province. This comparison can be made for each objective or skill area designated in the assessment.

INFORMATION ON THE SELECTION OF THE GRADE 12 SAMPLE

1. Ten percent of all public schools with students in grade 12 have been selected for the provincial sample.

2. All students presently enrolled in ENGLISH 300, 301, 304, 305 in these randomly selected schools will write the grade 12 test. Students who already have a credit(s) in any of these ENGLISH courses should not write this test.

   There are 2 reasons for selecting students in ENGLISH courses for this test:

   a) The test is not a direct assessment on any 30X Social Studies course; rather it is general in nature and will be an assessment on the knowledge, skills, and attitudes in Social Studies that all young people have as they complete their high school education.

   b) Since 30X English are the only compulsory courses for students in grade 12, we can be reasonably assured that we will be testing students who are in their final year of the high school program.

GENERAL TEST INFORMATION

1. Please read all instructions carefully before administering the test.

2. Students will respond to the test on separate answer sheets. In addition, items on pages 7 and 11 are to be answered in the test booklet. An extra copy of the answer sheet is provided with the manual.

3. Students must use pencils to indicate their answers. Ball point pens should NOT be used.

4. You may pronounce a word for a student but you should not explain the meaning, or provide any other assistance in clarifying questions.

5. There is no penalty for guessing. Students may guess if they are not completely sure of the right answer.

TEST DATE: Thursday, April 12, 1984 (April 11 is an alternate date.)

MATERIALS REQUIRED: Grade 12 test booklets
Grade 12 manual
Answer sheets
Soft lead pencils and erasers
Scoring key (packaged with test booklets)

TIME: Test directions - 10 minutes
First Part - 20 minutes
Second Part - 60 minutes

FORMAT: Most questions are multiple choice; these are to be answered by students on a separate answer sheet. Items on pages 7 and 11 are to be answered in the test booklet.

The test is in two parts. The FIRST PART contains "affective" items, the majority of which have no "right" or "wrong" answers. (Two questions have correct answers.) Students are being asked questions on their feelings, attitudes, and behaviors. The SECOND PART contains cognitive items for which there is one CORRECT or BEST answer.

Please note that students will need to use both sides of the answer sheets. The FIRST PART of the test will require the first 56 spaces on the answer sheet; the SECOND PART will require spaces 101 to 188 inclusive.

The answer sheet provides 5 spaces for each item but some items have only 2, 3, or 4 possible responses. Students should be extra careful to blacken the correct circle in these items.

ADMINISTERING THE TEST

1. Describe the purpose and length of the test and the testing procedure to the students. Include in your description the following:

   READ ALOUD:

   Students in grade 12 ENGLISH classes in Manitoba are writing this Social Studies test today. The purpose is to find out how well grade 12 students have learned some of the important ideas and skills in Social Studies. The results of this survey will be used to help improve Social Studies instruction in Manitoba schools. The questions in this test may be easy or they may be difficult for you. Regardless of the Social Studies program you have studied, it is important that you answer each question as carefully as you can.

   The time allotted for directions and testing is 90 minutes.

2. Ensure that desks are cleared. Each student should have at least one sharpened soft-lead pencil and an eraser.

3. Distribute the answer sheets. Instruct students to:
   - Blacken the appropriate circles for sex and grade. See sample answer sheet - page 6. Please assist them with this task.

   NOTE: Student names are NOT required by the Department of Education.

4. Instruct students NOT to open their test booklets until told to do so. Distribute test booklets.

5. Instruct students to: a) print their test booklet number in the "Identification Number" boxes A to E on the answer sheet; b) blacken the appropriate circles.

FIRST PART

6. Instruct students to open their booklets to page 1 and to follow the instructions at the top of the page as you read them aloud. The student test booklet page 1 is reproduced on page 3 of this Manual.

7. Remind students to: a) be careful when blackening the circles for items with 2, 3, or 4 responses; b) answer page 7 in the test booklet.

8. Instruct students to turn to page 2 of the test booklet and begin the FIRST PART. Note the starting time. Please check that students are using the appropriate part of the answer sheet (side 1).

9. Stop after 20 minutes. This is the end of the FIRST PART.

(This appears as page 1 of the student test)

FIRST PART

READ THE INSTRUCTIONS CAREFULLY FOR EACH GROUP OF ITEMS.

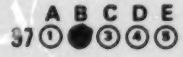
A SAMPLE ITEM HAS BEEN DONE FOR YOU. THE RESPONSE GIVEN BY A STUDENT IS "B". NOTE HOW THE CIRCLE BELOW THE LETTER HAS BEEN BLACKENED. IF YOU CHANGE YOUR MIND AFTER YOU HAVE BLACKENED THE CIRCLE, ERASE THIS CIRCLE BEFORE YOU BLACKEN ANOTHER CIRCLE FOR THAT ITEM.

EACH ITEM MUST HAVE ONE RESPONSE ONLY.

97. Have you ever visited another country?

A. YES
B. NO

SAMPLE ANSWER SHEET



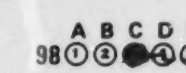
SOME QUESTIONS REQUIRE YOU TO GIVE YOUR OPINION.

AN OPINION ITEM HAS BEEN DONE FOR YOU. THE RESPONSE GIVEN BY A STUDENT IS "C".

98. Free enterprise is the best economic system.

A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

SAMPLE ANSWER SHEET



STOP PLEASE DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

SECOND PART

10. Instruct students to turn to page 9 of their booklets. Read the instructions aloud. The student test booklet page 9 is reproduced on page 5 of this Manual.

11. Instruct students to turn to page 11 of the test booklet and begin the SECOND PART. Note the starting time. Please check that students are using the appropriate part of the answer sheet (side 2).

12. After 60 minutes of testing time, instruct students to stop. Collect all test booklets and answer sheets. Verify that booklet numbers have been recorded on the answer sheets and that the appropriate circles have been blackened.

RETURN OF TEST MATERIALS

Provincial Sample Schools Only

1. Collect the test booklets and answer sheets and verify that each student has placed his/her booklet number on the answer sheet and that the appropriate circles below the number have been blackened.

2. Place the completed answer sheets in the envelope provided and return them along with test booklets. Do not leave answer sheets inside test booklets. It is not necessary to return extra test booklets.

3. Scoring keys have been provided to sample schools for information and interest only.

Other Schools

Twenty-one schools are included in the Provincial Sample. Other schools have been invited to participate on an optional basis; these "other" schools are responsible for scoring their own tests. Scoring keys are provided in the test booklet packages. However, the Management Information Services (MIS) has offered to score the multiple choice (machine scoreable) part of the test for these schools. Scoring information and scoring request forms have been sent to school principals.

(This appears as page 9 of the student test)

SECOND PART

THE FIRST ITEM (THE PARAGRAPH) SHOULD BE WRITTEN IN THE SPACE PROVIDED IN THIS BOOKLET. ALL OTHER ITEMS IN THIS PART ARE TO BE ANSWERED ON THE ANSWER SHEET.

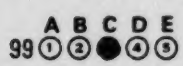
THE OTHER ITEMS IN THIS PART HAVE ONLY 1 BEST OR CORRECT ANSWER. READ EACH STATEMENT AND ALL THE SUGGESTED ANSWERS BEFORE YOU DECIDE ON THE BEST OR CORRECT ANSWER. BEGIN THESE ITEMS ON THE REVERSE SIDE OF THE ANSWER SHEET.

A SAMPLE QUESTION HAS BEEN DONE FOR YOU. THE ANSWER IS "C".

99. The capital of Canada is

A. Washington.
B. London.
C. Ottawa.
D. Winnipeg.
E. Toronto.

SAMPLE ANSWER SHEET



STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

NAME (Last, First, M.I.)

SEX (M)

GRADE OR EDUC 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

STUDENTS SHOULD NOT FILL IN THESE CIRCLES.

BIRTH DATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO	DAY	YR	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
			0	0	9	5	6											

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

TM

GENERAL PURPOSE - NCS - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E
51 A B C D E	61 A B C D E	71 A B C D E	81 A B C D E	91 A B C D E
52 A B C D E	62 A B C D E	72 A B C D E	82 A B C D E	92 A B C D E
53 A B C D E	63 A B C D E	73 A B C D E	83 A B C D E	93 A B C D E
54 A B C D E	64 A B C D E	74 A B C D E	84 A B C D E	94 A B C D E
55 A B C D E	65 A B C D E	75 A B C D E	85 A B C D E	95 A B C D E
56 A B C D E	66 A B C D E	76 A B C D E	86 A B C D E	96 A B C D E
57 A B C D E	67 A B C D E	77 A B C D E	87 A B C D E	97 A B C D E
58 A B C D E	68 A B C D E	78 A B C D E	88 A B C D E	98 A B C D E
59 A B C D E	69 A B C D E	79 A B C D E	89 A B C D E	99 A B C D E
60 A B C D E	70 A B C D E	80 A B C D E	90 A B C D E	100 A B C D E

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

SEX (M) (F)

GRADE OR EDUC 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

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BIRTH DATE

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Feb		
Mar	0 0	0 0
Apr	1 1	1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4 4	4 4
Aug	5 5	5 5
Sep	6 6	6 6
Oct	7 7	7 7
Nov	8 8	8 8
Dec	9 9	9 9

IDENTIFICATION NUMBER

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SIDE 1

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GENERAL PURPOSE

NCS®

ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG 1 ① ⊗ ③ ④ ⑤ WRONG 2 ① ② ⊘ ④ ⑤ WRONG 3 ① ② ③ ● ⑤ RIGHT 4 ① ② ③ ● ⑤	• Use #2 pencil only. • Do NOT use ink or ballpoint pens. • Make heavy black marks that fill the circle completely. • Erase only any answer you wish to change • Make no stray marks on the answer sheet.

DO NOT WRITE IN THIS SPACE

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 12

SCORING

FIRST PART

Items 1 to 53 and 56 to 58 have no correct answers. Items 54 and 55 have correct answers. It is suggested that you prepare a grid for recording student responses for this part. You can then get a count and/or percentage of different responses for each item. Provincial data will record the percentage of students selecting each option for each item, e.g., 22% chose A, 35% chose B, etc.

SECOND PART

It is recommended that the tests are scored according to clusters of items, or subtests. Subtest scores are more meaningful than a total test score. For each item the scoring key enclosed indicates:

1) the correct answer, and
2) the subtest to which the item belongs.

APRIL 1984

Manitoba
Education

GRADE 12

SUBTESTS

CONTENT AREA	ITEM NUMBER			
	Affective		Cognitive	
	Social Participation	Attitudes and Values	Thinking and Research Skills	Knowledge
A. History and Politics				
A.1 Selecting the government	6-10, 18	58(paragraph)	101-104	141,142
A.2 Administration	-	41-42,47,48, 52,55	105	143-149,155
A.3 New France and the United States	-	-	106	156
A.4 Manitoba	-	57(paragraph)	107	150-152
A.5 Current political events	-	40,49		153,154
B. Canada, the World and Current Issues				
B.1 Warfare	-	46	108-111	163,164
B.2 World political and economic systems	-	53	112	162,165-168
B.3 Bilingualism	11,12	38,39	113-116	169
B.4 Canada-U.S., Canada-World	-	44,45,50,51	117	157-161
C. Mapwork				
C.1 Map and photograph	-	-	118-120,127	-
C.2 Map reading and interpretation	-	-	121-124 129-134	170-183
C.3 Diagram interpretation	-	-	125,126,128	-
D. Economic and Social Change				
D.1 Urbanization, its effects	-	43,54,56	135-137,140 paragraph	184,185
D.2 Regionalism	-	37	138,139	186-188
E. Survey of Learning Activities	1-5,13-17, 20-36	19	-	-

SCORING KEY - GRADE 12

Item Number	Correct Answer	Subtest
54	C	-
55	A	-
101	C	A.1
102	E	A.1
103	A	A.1
104	D	A.1
105	C	A.2
106	A	A.3
107	B	A.4
108	C	B.1
109	B	B.1
110	A	B.1
111	A	B.1
112	E	B.2
113	B	B.3
114	C	B.3
115	D	B.3
116	B	B.3
117	E	B.4
118	A	C.1
119	B	C.1
120	D	C.1
121	D	C.2
122	A	C.2
123	E	C.2
124.	A	C.2
125	D	C.3
126	A	C.3
127	D	C.1
128	E	C.3
129	E	C.2
130	D	C.2
131	B	C.2
132	B	C.2
133	C	C.2
134	E	C.2
135	C	D.1
136	B	D.1
137	E	D.1
138	C	D.2
139	A	D.2
140	D	D.1
141	E	A.1
142	E	A.1
143	B	A.2
144	A	A.2
145	B	A.2
146	D	A.2
147	C	A.2
148	C	A.2
149	D	A.2
150	E	A.4
151	C	A.4
152	A	A.4
153	D	A.5
154	D	A.5
155	E	A.2
156	B	A.3
157	E	B.4
158	B	B.4
159	C	B.4
160	D	B.4
161	E	B.4
162	B	B.2
163	D	B.1
164	A	B.1
165	A	B.2
166	A	B.2
167	B	B.2
168	D	B.2
169	D	B.3
170	D	C.2
171	B	C.2
172	A	C.2
173	B	C.2
174	E	C.2
175	B	C.2
176	C	C.2
177	B	C.2
178	E	C.2
179	A	C.2
180	C	C.2
181	D	C.2
182	E	C.2
183	A	C.2
184	C	D.1
185	A	D.1
186	C	D.2
187	A	D.2
188	B	D.2

Sample Response Data for Item 57

Answer	Reasons
A.	- I drink already and will continue to do so. - If I am old enough to drive I am old enough to drink (or similar) comparison). - It is not fair to 18-year olds to change the law. - The decision to drink is personal; this law infringes on your personal choice. - Unsuitable justification
B.	- It is a way to show displeasure at the restriction on my freedom of choice. - If enough people demonstrate, the government will change its mind. - This is a legitimate means of telling the government how the public feels. - A group protest is more effective than individual protest, especially if the media is involved. - Unsuitable justification
C.	- If enough people write, it puts pressure on M.L.A.'s to do something; to react to this pressure. - Submit a petition to have the law changed. - The government should respect the view of the public. - Unsuitable justification
D.	- To publicize the point of view of people under 19. - To get advice on how to protest this law. - Unsuitable justification
E.	- Laws must be obeyed; it is the duty of a good citizen. - Laws are made for the good of the majority. - I do not want to be fined or jailed. - The government knows what it is doing. - Breaking a law shows disrespect to the government. - Unsuitable justification

Sample Response Data for Item 58

Answer	Reasons
Yes	- Statistics show that many people do not vote in the present system; given this, a greater chance exists that political leaders will gain power without general support.
	- People say one vote will not make a difference but all votes cumulatively are valuable in determining the composition of a government.
	- This democratic right which people struggled for centuries to obtain should therefore be exercised.
	- Citizens who knew that they had to vote would be more likely to become informed about leaders and issues.
	- Government affects everyone, thus voting helps express the voters' will to the politicians.
	- A fully active electorate would keep politicians "on their toes" and more responsible about making and keeping election promises.
	- People who do not vote have no right to complain about new laws.
	- Reason does not support initial answer.
No	- Compulsory voting seems incompatible with a democratic system of government and freedom of choice.
	- Voters who only vote because they have to are less likely to study issues and leaders than those who vote out of interest and concern.
	- Many now don't vote to demonstrate their dissatisfaction with existing candidates and parties and policies; a compulsory system would deny them this right.
	- There is no evidence that countries that have a compulsory voting system are better served politically.
	- People would spoil their ballot papers or vote carelessly and thus defeat the intent of voting.
	- Reason does not support initial answer.

Sample Response Data for Cartoon Item, page 11.

- Promotion is much easier for men than women.
- Our system makes it difficult for women to be promoted.
- A woman must be much more capable than most men if she is to be promoted to an equal position/level.
- Promotion for a woman depends more on luck.
- Equality of the sexes does not exist in the work place.
- Incorrect interpretation.

SOCIAL STUDIES ASSESSMENT PROGRAM 1984 - GRADE 12

FINAL TEST SCORES

Subtests and Number of Items per Subtest

UDENT NAMES OR OOKLET NUMBERS	HISTORY AND POLITICS		CANADA, WORLD CURRENT ISSUES		MAPWORK		ECONOMIC, SOCIAL CHANGE	
	Thinking and Research Skills (7)	Knowledge (16)	Thinking and Research Skills (10)	Knowledge (13)	Thinking and Research Skills (17)	Knowledge (14)	Thinking and Research Skills (6)	Knowledge (5)